**Lesson Plan Format**

**Teacher Candidate \_\_\_\_**Anna Sheets**\_\_\_\_ Grade Level\_\_**4**\_\_ Date of lesson\_\_\_**12/1/2014**\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

4SS3.a: Explain the major geographic features of the Northeast and discuss the physical settings that supported permanent settlement in this region.

4SSK4: Students use map and globe skills to determine the absolute locations of places and interpret information available through a map’s or globe’s legend, scale, and symbolic representations.

4E1b.4: Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing (*clues that indicate what might happen next*,) and direct quotations.

Students will be able to draw conclusions from information provided on maps of different cities in the Northeastern Area of the United States to determine how the geographical elements of each area influenced settlements during the 1920’s-1930’s. Students will take notes of their observations in their history journals about their conclusions of each city for later reference for their final time capsule project.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students will know how to read maps correctly, and have background knowledge of what geographical features effect settlement.

Students will have the writing skills to take notes in their social studies journals for later reflection.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will discuss generally how different geographical traits influence settlements.
* Students will view and analysis maps of different cities in the Northeast and conclude how settlements were formed answering, where and why questions while working in small groups.
* Students will take notes of three different cities in their journals for later reflection for their time capsule project.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Students journals will be collected at the end of the day and be check for:
  + The listing of at least three different cities
  + At least three different geographical traits, which contributed to each cities settlement.
  + An accurate conclusion reasoning why these traits affected each city in different ways.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Each students social studies journals
* Primary source maps from the 1920’s-1930’s of cities and areas including
  + Philadelphia
  + New York City
  + Atlantic City
  + Buffalo, New York
  + Boston
  + Long Island
  + Baltimore
  + Washing DC
* Maps that represent
  + Roads
  + Topographic
  + Population densities
* Overhead or Viewing system to demonstrate modeling
* White board to brainstorm and review ideas
* Writing utensil
* Precreated map for differentiation

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Start class with a road map of Atlantic City 1928. Have students start a discussion about their observations and conclusions based on the maps geographical features and their effect on the city. Create a running list of their findings on the board, noting the specific skill used. After giving ample time for all students to share their finding and reasoning the teacher will assess where the lesson needs to revisit or teach different analysis skills for the different maps provided. Students will work with their small groups to discuss the different geographical traits that make up their community and how it affects their families living.

**Lesson Development:**

1. Review the different types of maps provided for todays assignment, and basic concepts such as, keys, compass, scale, viewpoint, and time of creation.
2. Review the class generated analyzing skills listed in the board to thoroughly review each analyzing skill for the concepts represented.
3. The teacher will model any analysis skills that the class did not generate with demonstration and use the “wondering” question techniques.
   1. Example: Teacher: I see that there are a lot of roads leading to this dock. Why do you think the city would build so many roads here?

Student: For people to go fishing.

Teacher: Good, do you think that fishing had any other use for the people of Atlantic City other than to have fun?

Student: They could be a commercial fishing dock.

Teacher: Why would a commercial fishing dock need so many roads in and out of this area?

Student: So that people could get to and from work easily, and so that the fish and goods that were collected at this dock could be send to other places.

Teacher: Great! I think these are great reasons for there to be so many roads to a dock. How do you think this dock affected peoples lives in Atlantic City?

1. Review proper note taking skills for student’s social studies journals. Students will need to include the city, their observations about the geographical elements and their reasoning’s on how those elements effected the way people lived in that area. Students are reminded that they will need these notes for a reference resource when they are completing their time capsule project and to include as much detail as they can.
2. Have students place desks in small groups and assign each group a different city to start with. Students will rotate around the room looking at the different cities and take notes of their observations in their journals.
3. Display a clock and timer showing when each group will rotate to another city. There will be enough time for each student to visit at least three different cities.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students will come back together and discuss one city that they found interesting and why. This will help model the final analysis of how geography impacts settlements, and what students should be including in their time capsule.

As a check-out activity students will place their journals in the front bin for teacher review, and include one aspect of map analysis they are unsure if they are doing correctly and one skill that they feel they excel at. The teacher can use this information at a later date to confirm that all students have prior analysis and conclusion skills using maps.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Anna | Behavioral management plan  Student tends to become off task and a distraction for others. | The instructor as given three boxes in the student’s journal designating the three cities that she must complete during the period. The teacher will put a behavioral smile face in each box as the student works through the areas based on her behavior. |
| Brian | Gifted and Talented | Student will be able to move freely from city to city after compiling the information needed in his journal, he will be excited to have more than three cities documented in his journal, which will be noted in his journal by the teacher. |
| Caroline | ELL | Student will be provided with a worksheet that has different mapped areas that the teacher wants her to focus on. The student can circle and briefly describe what geographical feature effects the settlement rather than writing complete sentences explaining the geographical attributes. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?